

### OVERVIEW

UNION

LINDEN CITY

GRADE SPAN 06-08

MYLES J. MCMANUS MIDDLE SCHOOL

300 EDGEWOOD RD

LINDEN, NJ 07036-5320

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **significantly lags in comparison** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is very high when compared** to its peers. This school's student growth performance **significantly lags in comparison** to schools across the state. Additionally, its student growth performance **lags in comparison** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	12	23	8%
College and Career Readiness	80	60	50%
Student Growth	28	19	100%

### Improvement Status

N/A

### Rationale

N/A

**Very High Performance** is defined as being equal to or above the 80th percentile.

**High Performance** is defined as being between the 60th and 79.9th percentiles.

**Average Performance** is defined as being between the 40th and 59.9th percentiles.

**Lagging Performance** is defined as being between the 20th and 39.9th percentiles.

**Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

### Academic Achievement

This school outperforms **23%** of schools statewide as noted by its statewide percentile and **12%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **8%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

### College and Career Readiness

This school outperforms **60%** of schools statewide as noted by its statewide percentile and **80%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

### Student Growth

This school outperforms **19%** of schools statewide as noted by its statewide percentile and **28%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

### DEMOGRAPHIC INFORMATION

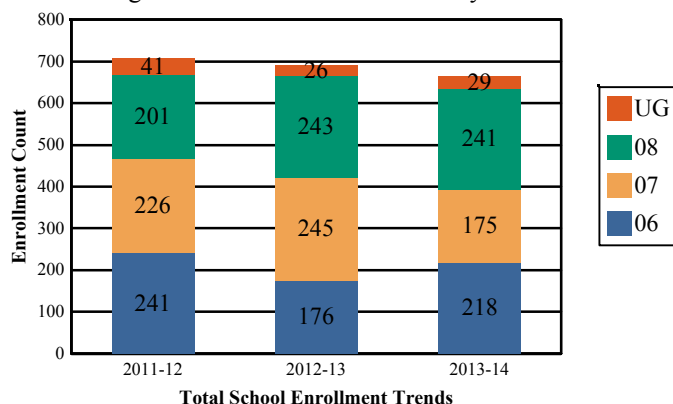
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#### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

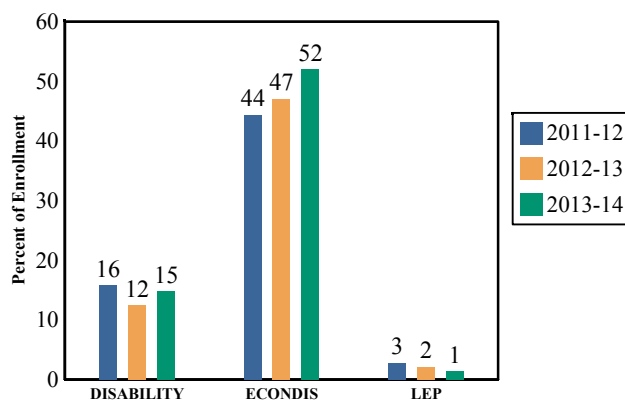


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2011-12	709
2012-13	690
2013-14	663

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	98	15%
Economically Disadvantaged Students	345	52.0%
Limited English Proficient Students	9	1.4%

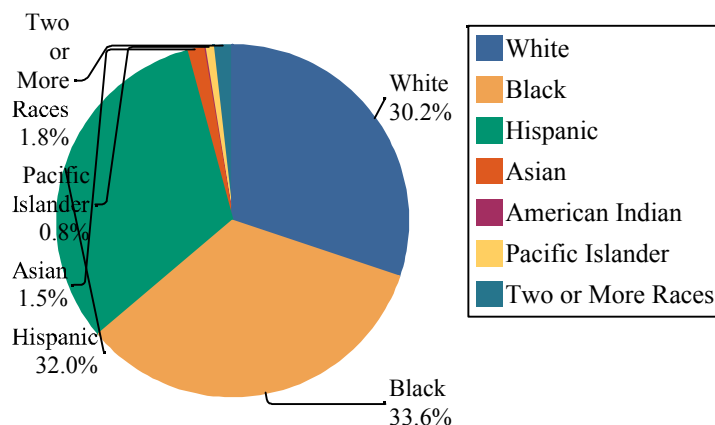
#### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	58.3%
Spanish	21.7%
Polish	7.5%
Haitian Creole	4.2%
Portuguese	3.6%
Arabic	1.1%
Other	3.7%

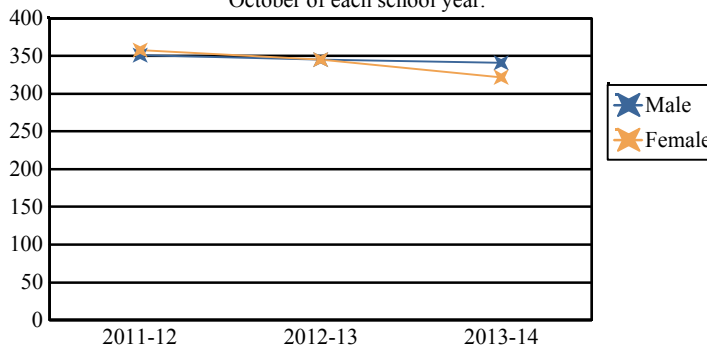
#### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



#### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	351	358
2012-13	345	345
2013-14	341	322

### ACADEMIC ACHIEVEMENT

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#### GRADE SPAN 06-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	55%	10	27	17%
NJASK Math Proficiency and above	57%	13	19	0%
<b>SUMMARY - Academic Achievement</b>		12	23	8%

#### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

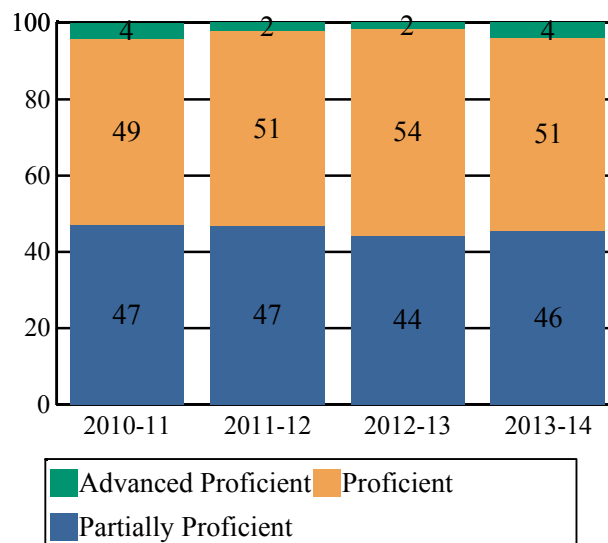
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	540	54.5	64.8	NO
White	184	67.4	74.1	YES*
Black	169	42	56.6	NO
Hispanic	166	54.2	62.6	NO
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	72	13.9	40	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	246	47.5	61.5	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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#### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

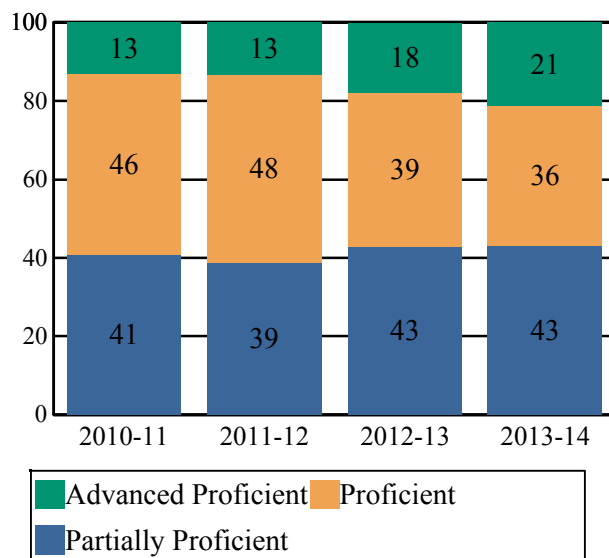
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	541	57	69.4	NO
White	184	73.3	81.6	NO
Black	169	37.9	57.5	NO
Hispanic	167	58.7	67.2	NO
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	73	12.4	40	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	246	43.9	62.9	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



### ACADEMIC ACHIEVEMENT

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#### NJASK Results - Language Arts Literacy Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	3%	49%	49%
White	0%	63%	37%
Black	6%	37%	57%
Hispanic	3%	47%	49%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	37%	59%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Language Arts Literacy Grade Level - 07

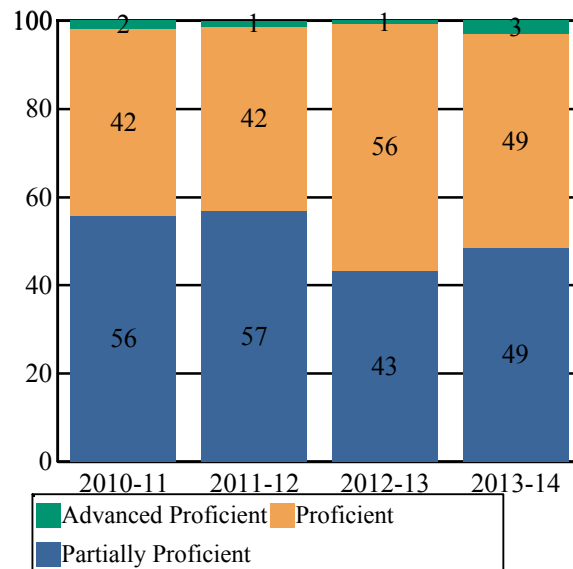
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	36%	57%
White	15%	41%	43%
Black	0%	24%	76%
Hispanic	5%	45%	50%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	36%	63%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

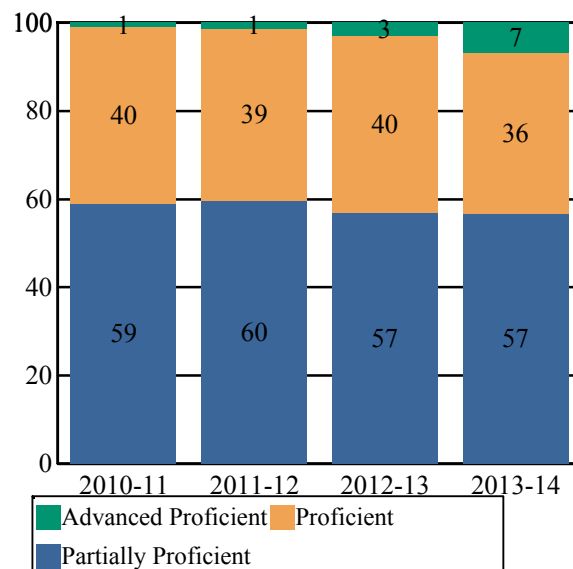
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 08

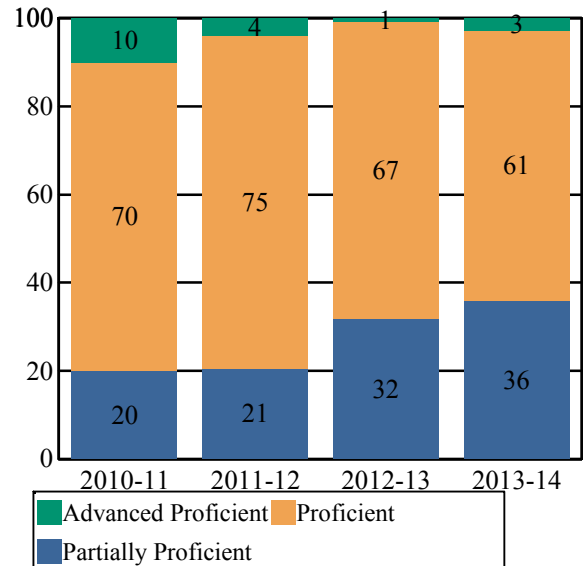
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	3%	61%	36%
White	7%	69%	24%
Black	0%	54%	46%
Hispanic	0%	60%	40%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	21%	79%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	1%	58%	42%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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#### NJASK Results - MATH Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	42%	30%
White	35%	52%	13%
Black	18%	35%	47%
Hispanic	32%	37%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	26%	74%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	28%	32%	41%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - MATH Grade Level - 07

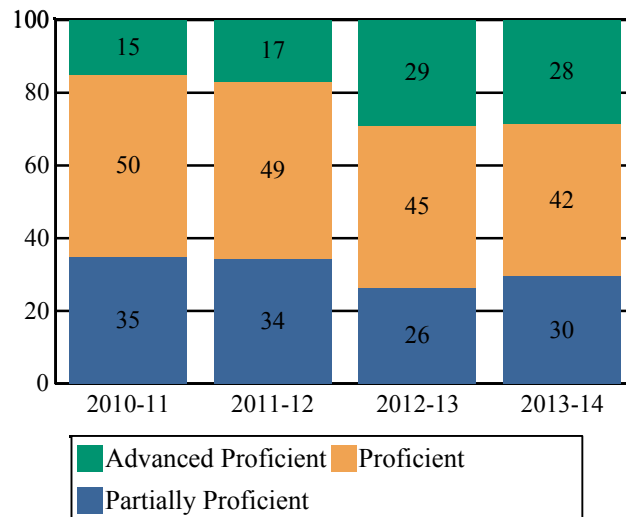
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	19%	33%	48%
White	39%	37%	24%
Black	4%	27%	69%
Hispanic	13%	38%	49%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	8%	30%	63%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

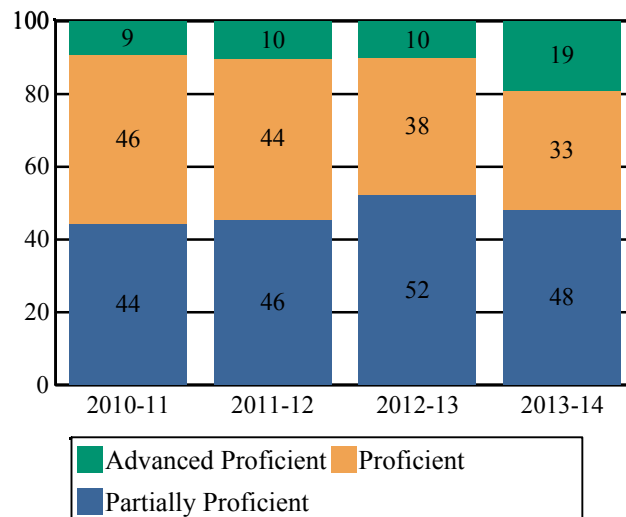
#### NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





### ACADEMIC ACHIEVEMENT

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#### NJASK Results - MATH Grade Level - 08

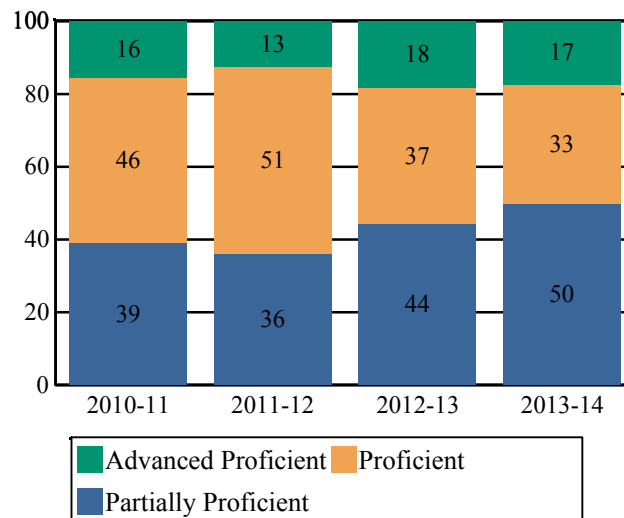
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	33%	50%
White	25%	38%	37%
Black	10%	23%	68%
Hispanic	16%	38%	46%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	10%	26%	63%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### 2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

#### 2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9



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MYLES J. MCMANUS MIDDLE SCHOOL

300 EDGEWOOD RD

LINDEN, NJ 07036-5320

#### NJASK Results - Science Grade Level - 08

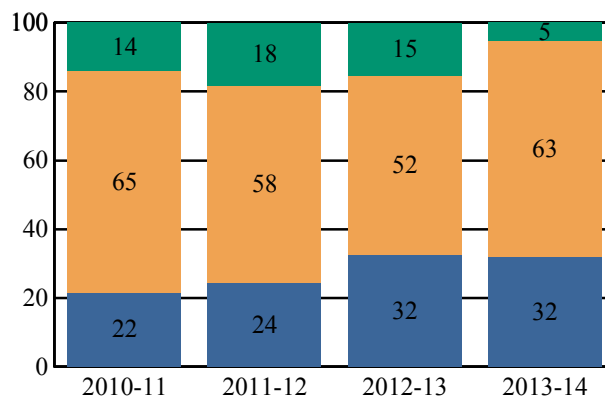
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	63%	32%
White	10%	70%	20%
Black	1%	54%	45%
Hispanic	5%	60%	35%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	33%	64%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	56%	42%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

### COLLEGE AND CAREER READINESS

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MYLES J. MCMANUS MIDDLE SCHOOL

300 EDGEWOOD RD

LINDEN, NJ 07036-5320

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	58%	91	79	20%	YES
Chronic Absenteeism (%)	8%	68	41	6%	NO
Summary		80	60		50%

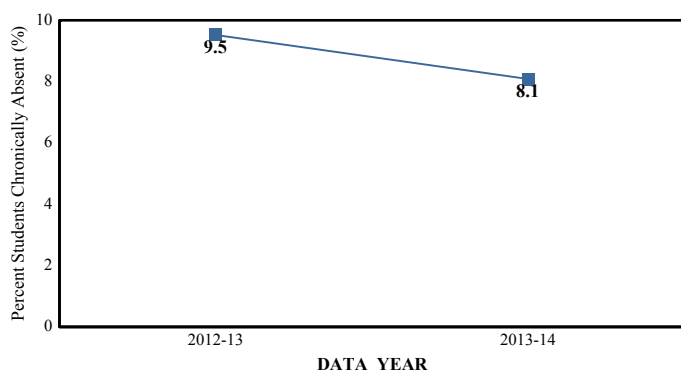
### Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	58%
Algebra grade (C or better)	88%

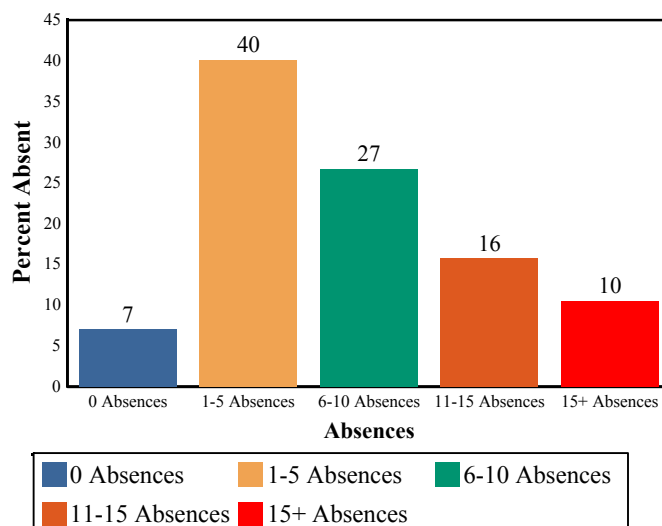
### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

UNION

LINDEN CITY

GRADE SPAN 06-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	41	20	18	35	YES
Student Growth on Math	41	36	19	35	YES
		28	19		100%

### Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

#### Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	28%	12%	6%
Proficient	16%	17%	17%
Advanced Proficient	0%	1%	3%

#### Math

	GROWTH		
	Low	Typical	High
Partially Proficient	25%	13%	5%
Proficient	13%	15%	10%
Advanced Proficient	3%	6%	10%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

UNION

LINDEN CITY

GRADE SPAN 06-08

MYLES J. MCMANUS MIDDLE SCHOOL

300 EDGEWOOD RD

LINDEN, NJ 07036-5320

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

#### Grade Level - 06

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	252	300
75th	218	230
50th	201	211
25th	183	192
0th	140	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	38

#### Grade Level - 07

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	265	300
75th	211	234
50th	193	211
25th	181	188
0th	126	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	46

#### Grade Level - 06

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	242	259
50th	218	228
25th	191	201
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	58

#### Grade Level - 07

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	225	250
50th	200	214
25th	165	184
0th	123	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	60	66

### WITHIN SCHOOL ACHIEVEMENT GAP

UNION

LINDEN CITY

GRADE SPAN 06-08

#### Grade Level - 08

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	254	300
75th	221	238
50th	209	221
25th	193	204
0th	149	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	34

#### Grade Level - 08

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	230	259
50th	195	227
25th	165	192
0th	104	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	67

### SCHOOL CLIMATE

UNION

LINDEN CITY

GRADE SPAN 06-08

#### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 55 Mins.

#### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	20.7%

#### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	6 Hrs. 13 Mins.
Shared Time	0 Hrs. 0 Mins.

#### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

#### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	12
Administrators	332

**SCHOOL PEER GROUP****MYLES J. MCMANUS MIDDLE SCHOOL****39-2660-060**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

			CDS	GRAD			
COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CODE	ESPAN	FRPL	LEP	SpED
ATLANTIC	HAMILTON TWP	WILLIAM DAVIES MIDDLE SCHOOL	01-1940-120	06-08	46.5%	1.5%	17.9%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP MIDDLE SCHOOL	01-3480-025	05-08	43.4%	0.0%	16.9%
ATLANTIC	SOMERS POINT CITY	JORDAN ROAD ELEMENTARY SCHOOL	01-4800-055	KG-08	68.2%	5.0%	15.1%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067	06-08	66.4%	3.4%	11.5%
BERGEN	TEANECK TWP	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-5150-060	05-08	42.4%	1.0%	22.4%
BURLINGTON	DELANCO TWP	WALNUT STREET SCHOOL	05-1030-060	06-08	41.0%	0.0%	18.0%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE MIDDLE SCHOOL	05-4450-070	06-08	52.8%	1.9%	19.7%
CAMDEN	GLOUCESTER TWP	CHARLES W. LEWIS MIDDLE SCHOOL	07-1780-035	06-08	53.9%	2.6%	22.2%
CAMDEN	MOUNT EPHRAIM BORO	RAYWOOD W. KERSHAW SCHOOL	07-3420-020	05-08	38.4%	0.0%	24.3%
CAPE MAY	NORTH WILDWOOD CITY	MARGARET MACE ELEMENTARY SCHOOL	09-3680-060	PK-08	49.7%	1.9%	22.3%
CHARTERS	JERSEY CITY GOLDEN DOOR	JERSEY CITY GOLDEN DOOR CHARTER SCHOOL	80-6915-950	KG-08	65.5%	2.5%	11.3%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980	KG-08	51.6%	0.0%	6.2%
CUMBERLAND	LAWRENCE TWP	MYRON L. POWELL ELEMENTARY SCHOOL	11-2570-030	PK-08	62.6%	2.4%	12.0%
CUMBERLAND	MAURICE RIVER TWP	MAURICE RIVER TOWNSHIP ELEMENTARY SCHOOL	11-3050-065	PK-08	41.0%	0.0%	16.4%
ESSEX	BELLEVILLE TOWN	BELLEVILLE MIDDLE SCHOOL	13-0250-025	06-08	59.6%	2.4%	16.2%
GLOUCESTER	CLAYTON BORO	CLAYTON MIDDLE SCHOOL	15-0860-045	06-08	55.5%	1.9%	18.1%
GLOUCESTER	DEPTFORD TWP	MONONGAHELA MIDDLE SCHOOL	15-1100-045	07-08	43.4%	0.2%	17.0%
GLOUCESTER	GREENWICH TWP	NEHAUNSEY MIDDLE SCHOOL	15-1830-060	05-08	37.5%	0.0%	21.3%
HUDSON	BAYONNE CITY	MARY J. DONOHUE #4	17-0220-080	PK-08	60.4%	0.0%	4.0%
HUDSON	KEARNY TOWN	SCHUYLER ELEMENTARY SCHOOL	17-2410-110	PK-08	49.8%	0.4%	11.5%
HUDSON	NORTH BERGEN TWP	HORACE MANN ELEMENTARY SCHOOL	17-3610-070	01-08	54.3%	0.6%	10.5%
HUNTERDON	HAMPTON BORO	HAMPTON BOROUGH PUBLIC SCHOOL	19-1970-050	PK-08	40.2%	0.0%	16.4%
MERCER	EWING TWP	GILMORE J FISHER MIDDLE	21-1430-060	06-08	43.0%	1.3%	20.0%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL MIDDLE SCHOOL	23-5850-045	06-08	51.6%	0.3%	10.0%
MIDDLESEX	WOODBRIIDGE TWP	FORDS MIDDLE SCHOOL	23-5850-070	06-08	49.8%	0.1%	10.7%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE MIDDLE SCHOOL	23-5850-090	06-08	50.0%	0.2%	11.3%
MONMOUTH	BRADLEY BEACH BORO	BRADLEY BEACH ELEMENTARY SCHOOL	25-0500-020	PK-08	50.2%	0.0%	13.0%
PASSAIC	CLIFTON CITY	WOODROW WILSON MIDDLE SCHOOL	31-0900-070	06-08	48.7%	0.9%	16.9%
SOMERSET	MANVILLE BORO	ALEXANDER BATCHO INTERMEDIATE SCHOOL	35-3000-065	06-08	50.5%	1.7%	17.5%
UNION	LINDEN CITY	MYLES J. MCMANUS MIDDLE SCHOOL	39-2660-060	06-08	52.0%	1.4%	15.2%
UNION	RAHWAY CITY	RAHWAY 7TH & 8TH GRADE ACADEMY	39-4290-060	07-08	58.6%	2.8%	18.1%